

University of Hawaii
EAST-WEST CENTER
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HONOLULU, HAWAII 96822



The EAST-WEST CENTER

Bulletin 1973-74



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Published annually by the
Office of Publications and Public Affairs
East-West Center
Honolulu, Hawaii 96822

THE EAST-WEST CENTER was established in Hawaii by the United States Congress in 1960. The Center brings together about 1,500 men and women each year from the many cultures of Asia, the Pacific area and the United States to exchange ideas and experiences. They engage in a variety of cooperative programs of advanced study, mid-career professional development and research applied to seeking solutions to mutual problems.

Formally known as the "Center for Cultural and Technical Interchange Between East and West," the national educational institution is administered in cooperation with the University of Hawaii to further the broad goal of fostering better relations and mutual understanding among the peoples of the United States, Asia and the Pacific area.

For each participant in Center programs from the United States, two participants come from countries in Asia and the Pacific area. They represent more than 40 countries and territories ranging from Japan to Iran, from Micronesia in the Pacific basin to Australia and New Zealand.

Five Institutes with multinational, interdisciplinary staffs conduct the Center's problem-oriented programs in communication, culture learning, food systems, population dynamics, and adaptive technology and development. To provide necessary flexibility in meeting Center goals, a limited number of awards also are offered for graduate study and research by men and women whose academic and professional interests are not directly related to the problem-oriented programs. Details of the programs and general information on grants are given in the following pages.

In many cases U.S. Congressional appropriations for cooperative programs are supplemented by cost-sharing contributions from Asian/Pacific governments, regional agencies and private foundations.

Fundamental to Center goals is the interchange of information, ideas and beliefs in an atmosphere of academic freedom. Center programs combine theory and practice in helping prepare present and future leaders for dealing with real life problems of mutual concern to the peoples of East and



West. Because of this emphasis on interchange, the Center is described as a "learning" institution, rather than a "teaching" institution. Experience at the East-West Center in its formative years has led to the conviction that deeper cultural understanding, mutual respect and bonds of trust are achieved when men and women of diverse nationalities and cultures study and work together on team projects defining, seeking and testing alternative solutions to the common problems affecting the quality of life.

The Center brings together three main types of participants in its programs.

- The largest category each year is composed of short-term participants in professional development projects conducted by the Institutes. The projects are cooperatively designed and financed with organizations contributing to the development of mid-level and upper-level professionals in various fields of endeavor covered by Center programs.

- Awards for degree study, mainly at the graduate level, are made for participants who take their classes—and get their degrees—from the University of Hawaii, while also engaging in complementary study and research in Center programs. The East-

West Center awards Certificates to participants satisfactorily completing its programs.

• Fellow awards are offered to distinguished scholars and experienced professionals for research and other activity in Center programs.

To promote cultural interchange and to provide the best thinking from East and West, the professional staff of the Center includes outstanding men and women of a dozen different nationalities, of diverse academic disciplines and wide practical experience. This multi-national East-West Center staff, in association with the University of Hawaii, provides the basis for growing cooperative relationships with universities and other institutions in Asia, the Pacific area and the United States.

An integral part of each Center program is a resource materials collection for the use of scholars, practitioners and institutions. Scholarly works related to Center programs are published as **East-West Center Books** through joint arrangements with the University Press of Hawaii.

Most students and professional development participants live in residence halls of the East-West Center, which is adjacent to the Manoa campus of the University of Hawaii.

The East-West Center is operated under a contract between the University of Hawaii Board of Regents and the Bureau of Educational and Cultural Affairs of the U.S. Department of State. A National Review Board appointed by the Secretary of State represents the national interest in the Center.

Since 1960, nearly 25,000 men and women have participated in East-West Center programs.

Cultural Interchange

A unique dimension of the East-West Center is its provision of avenues for promoting cross-cultural understanding within a multicultural environment. The Center creates an atmosphere for interchange by bringing together a variety of participants—practitioners and professionals, degree students, Fellows and visiting scholars from different cultures with different life styles.

Cultural interchange is a basic means to the at-

tainment of all of the East-West Center's goals. Interchange relies on genuine communication among all Center participants and staff. It involves thoughtful consideration of differing views and values and is rooted in curiosity, open-mindedness, respect for others, awareness of individuality and the human striving for a sense of community. Students, Fellows and staff members, grouped together around problems of mutual concern, provide the basic setting for interchange. Activities of a social and general cultural nature are arranged and aided by the Office of Participant Services, in addition to the intercultural programs of the Institutes.

Activities designed to promote interchange among all participants extend throughout a participant's stay. From the initial orientation at arrival through completion, a variety of opportunities abound for sharing all forms of cultural expression from art, music and food to dress and social customs. Informal discussion groups, camps, a closed circuit radio station and film series supplement national day programs of cultural exhibits and performances. An annual International Day program of exhibits, multimedia, song and dance presentations from the Asian/Pacific area and America as well as seminars and lectures promote the exchange of ideas on various topics of interest and help to increase mutual respect and understanding for diverse cultures.

Special program seminars and other Center-wide events are scheduled in January during the interval between semester classes. A highlight of a participant's experience at the Center is the Interisland Exchange in which participants visit the neighbor islands. They visit high schools, joining in discussions with Hawaiian students, and live with local families, through cooperation with the Pacific and Asian Affairs Council. Such an experience brings a much greater awareness of the unique culture of Hawaii to Center participants.

The Friends of the East-West Center, a voluntary community organization, provides many opportunities for interaction. Students can become closely acquainted with the Honolulu community through "host families," who invite students to their homes throughout the year.

Not only does the West learn more about East and vice-versa through Center activities, but East learns more about East. Asians from Afghanistan to Japan discover each other at the Center. Pacific Islanders learn about others from their wide area, as well as entering into cultural interchange with Asians and Americans.

Goals of the Center

Within the East-West Center's mandate to foster better relations and understanding through cooperative study, research and training, the general goals of all Center programs are to:

1. Enhance the quality of life among the peoples of the United States, Asia and the Pacific
2. Educate men and women toward multicultural perspectives
3. Provide a setting for interaction (interchange) among men and women of different cultures, disciplines, professions and skills
4. Inquire into the relation of theory and practice in human affairs
5. Develop the capacity for decision-making in multicultural situations
6. Provide experience in testing and evaluating decision-making designs
7. Develop the collection and exchange of knowledge among the cultures of Asia, the Pacific area and the United States
8. Foster continuing relations among former participants to strengthen the network for exchange of knowledge and maintenance of understanding



Academic Freedom

As a university-related educational institution, the East-West Center supports the basic concepts of freedom of inquiry and of freedom of expression for its participants. The East-West Center supports the freedom to disseminate information as well as the freedom to engage or not to engage in dialogue. The East-West Center assumes that all participants, governments and sponsoring institutions understand and accept these concepts.

When Center students study abroad they are expected to comport with the principles of academic life; encouraged to understand the local government and politics; and obliged to abide by the laws of the host country and those of their home country.

The East-West Center, with its goal of mutual understanding among the peoples of Asia, the Pacific and the United States, can only exist and

flourish in an atmosphere of mutual trust and respect. For this reason it is Center policy neither to conduct nor support any classified activity, research, conferences, translations, publications, training or education. The Center expects that participants and staff will respect the confidences of colleagues and the right, in study and research, to pursue the truth. Furthermore, the Center is governed by and committed to the University of Hawaii's policy statement on "Rights and Freedoms of Foreign Students" which is extended to include all Center participants. This statement reads as follows:

"The University of Hawaii, like all state universities, embraces those aspects of academic freedom which guarantee the freedom to teach and the freedom to learn. Free inquiry and free expression for both students and faculty are indispensable and inseparable. Students, whether from the United States or from foreign countries, as members of the academic community are encouraged to develop a capacity for critical judgment and to engage in sustained and independent search for the truth.

"Students from foreign countries, as full participants in the educational process at the University of Hawaii, have the right to pursue formal knowledge, verbal or written, in whatever directions and with whatever legitimately appropriate associations as are necessary, without fear of reprisal.

"For its part, the University of Hawaii guarantees all students the freedom of silence. No student is required to engage in research on any topic or to make statements of any kind unless it is his wish to do so.

"The University of Hawaii would be most concerned if any government placed its own nationals in jeopardy for engaging in normal academic studies on its campus; it urges other governments to accept the concepts of academic freedom prevalent here if they intend for their nationals to study at this institution."



East-West Communication Institute

The East-West Communication Institute's program is based on the perception that human communication is the web of society—the process by which knowledge is exchanged, decisions arrived at, roles and relationships signaled, and social change stimulated and directed. Its work, involving staff, Fellows, visiting scholars, graduate students and professional development participants, is undertaken in two broad problem areas.

One area of concern to both East and West is the power of communication to improve or diminish understanding and peaceful relations among different nations, and to facilitate the sharing of mutually useful knowledge across cultural and political boundaries. Another is the role communication can play within nations trying to develop a better quality of life for their people. In carrying out its projects in these areas, the Institute is developing long-term collaborative arrangements with communication-related organizations in both East and West.

Some of the subject areas of Institute research, education and professional development programs are the role of modern and traditional media in the process of social and economic change, the use of new communication technology in instruction and development, the improvement of professional skills in the mass media, and the improvement of communication techniques in rural development. The Institute also seeks to explore cultural and political aspects of communication between nations, the development of images of other cultures and peoples, and the international flow of ideas and information. Details of the Institute program are provided in Institute publications available on request.

Research

Research at the Institute is conducted cooperatively by staff members, Fellows, visiting scholars



and graduate students in a variety of projects, often with collaboration by individuals and institutions in Asia, the Pacific area and the United States mainland. For example, several Fellows are studying the development in Japan and the United States of mutual images and opinions. Other visiting scholars and staff members are comparing research findings in different countries concerning the effect of television on children. One Senior Fellow is studying the uses of radio to meet local needs in both developed and less developed countries.

A major Institute project being carried out with financial support from the U.S. Agency for International Development seeks to study and suggest ways in which public information, motivational communication and informal education can play a role in combatting the negative effects of population growth on personal and societal well-being.

Another major thrust of research in the Institute is the use of communication technology to make instruction more cost effective. This is reflected in work with "Peacesat" (the experimental satellite ATS-1) and studies of use of radio. Work in this area will be expanded during the coming year into a world-wide survey of effective instructional communication.

The Institute performs a "linking" role between researchers, practitioners and others in the communication field not only by making available its own research results but also by assembling, classifying, integrating and disseminating other research results—"communicating about communication." The Resource Materials Collection of the Institute plays an important supporting role in research and enhances the linking process through promoting institutional cooperation and exchange of information. The Institute also is conducting a world-wide inventory and analysis of the support being provided for the information, education and communication (IEC) components of population programs and has established a communication network among those providing assistance and those using it in their communication programs.

The Institute is also establishing a circulating library of outstanding instructional television and radio programs, with the cooperation of Japan Broadcasting Corporation (NHK), for the benefit of broadcasters and educational communication researchers in the United States, Asia and the Pacific.

Cooperative Graduate Study

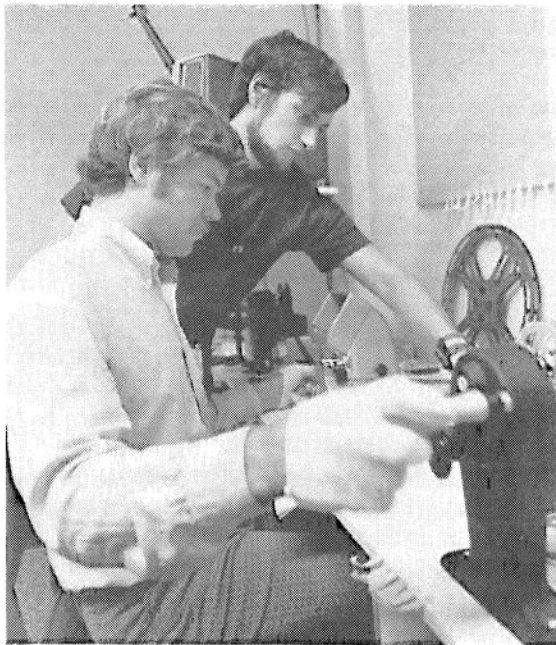
The Institute awards a number of East-West Center scholarships annually to graduate students seeking advanced degrees at the University of Hawaii in areas related to communication.

Forty-four students from 10 different nations were affiliated with the Institute in 1972-73 while seeking degrees in such fields as American studies, anthropology, Asian studies, business administration, communication, economics, educational administration, educational communication, educational psychology, electrical engineering, informa-

tion sciences, library studies, philosophy, political science, public health and sociology.

A number of degree students have worked professionally in communication fields before coming to the East-West Center for advanced study. This is reflected in many student-conducted projects: creation and management of a student radio station; videotaping and subsequent broadcasting on cable television of a major intercultural event; the East-West Center International Fair, participating in and reporting on an international educational television conference; and publication of a newsletter. Graduate students are expected to participate in Institute projects and do so in a variety of ways. In addition to participation in continuing seminars with staff and Fellows, they have played important roles in research, professional development and other Institute programs.

In some cases, field internships and supervised field research projects are made possible for highly qualified students.



Professional Development

Professional development projects conducted by the Institute are a means for exchange of ideas and knowledge and for further development of professional skills. In general, professional development projects consist of short-term seminars, workshops, conferences, training courses and internships designed to meet specific problem-oriented needs of professionals in developmental and international communication. During 1974, the Institute will launch a new, "modular" professional development program designed to meet a wide variety of needs by enabling participants to concentrate on specific communication areas of most value to them.

Projects usually are conducted at the request of, and in cooperation with, government agencies or other organizations on a cost-sharing basis. They are designed to provide an opportunity for people from different cultures to exchange cultural as well as professional experience.

Some 400 men and women participated in such projects in 1972-73, most of them being middle



and upper level scholars, administrators and decision-makers active in communication projects or programs, or in the application of communication principles and techniques to development. Often they were persons who returned to their home institutions or agencies to develop and implement their own professional development programs. Internships are also provided for professional communicators who seek training opportunities to develop their skills.

Among professional development projects scheduled for 1973-74 are an agricultural information workshop, a population education workshop, a conference of communication research organizations in Asia, a summer conference on advanced studies in communication research, an educational television conference, an international conference on promoting research utilization in population communication programs, and a seminar on administration and management of IEC programs.

Invitational Fellowships

A number of scholars, leaders in international and developmental communication, and experienced communicators are invited each year to the Institute as Fellows in residence from four months to one year. They join with staff members and graduate students in research projects and seminars within the Institute's program interests.

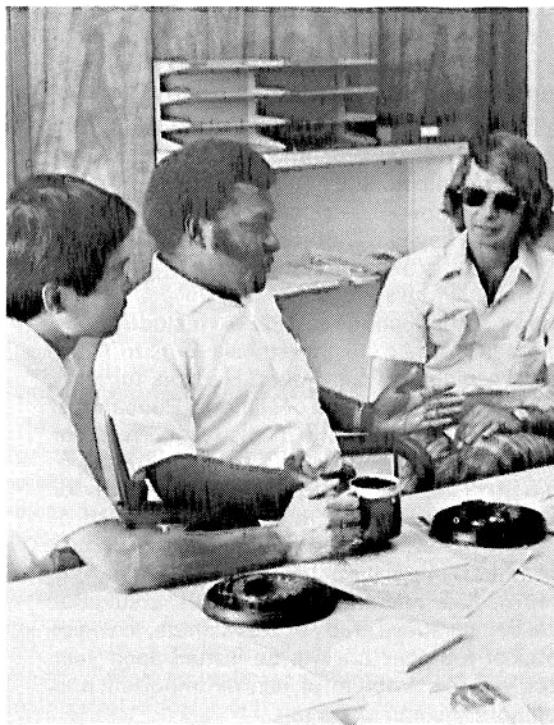
Fellows at the Institute in 1972-73 included Selig S. Harrison, former Northeast Asia Bureau Chief for the *Washington Post*; Robert Hudson, formerly Vice President of CBS and of National Educational Television (NET); Dr. Arthur Lumsdaine, Professor of Psychology and Education at the University of Washington; Dr. Ichiji Honda, Science Editor for the Mainichi Newspapers in Japan; and Robert S. McClelland, New Zealand journalist and former editor of the *Tonga Chronicle*.

In 1974, it is planned to inaugurate a summer program of advanced study at the Institute, in which a group of top scholars will be invited each year to work on one problem of central importance in contemporary communication.

Jefferson Fellowships

A small number of Jefferson Fellowships are awarded each year to print and broadcast journalists from Asia, the Pacific area and the United States. The fellowships are awarded to broaden the intellectual horizons, professional capabilities and cross-cultural experience of mid-career men and women with demonstrated proficiency in mass communication.

The Fellows pursue non-credit course work of their choice for one semester at the University of Hawaii, in addition to participating in Institute seminars and other activities with staff, Fellows and grantees. Their studies focus on economic and social development, but encompass a wide variety of subjects. Following the semester's study, the Asian/Pacific participants travel for two to three weeks on the United States mainland visiting news-



papers and government offices, while American participants spend a similar period in field study in Asia. In 1973, the participants were reunited in Japan for 10 days of professional visits sponsored by the Japanese Foreign Ministry.

In 1973, fellowships were awarded to journalists from Ceylon, Republic of China, India, Indonesia, Japan, Korea, Malaysia, Pakistan, the Philippines and the United States.

Institutional Cooperation

Cooperative studies are underway with the Institute of Mass Communication at the University of the Philippines, the Radio and Television Culture Research Institute of NHK in Tokyo, the College of Communication at Michigan State University, and the Institute for Communication Research at Stanford, among others. A summer conference on "Communication and Peace in the Pacific" in 1973 involved participants from a number of Japanese and American universities. This cooperation will be broadened during 1973-74 by bringing together representatives of a number of communication research organizations in Asia and North America for exchange of information and mutual planning.

East-West Culture Learning Institute

The program of the East-West Culture Learning Institute is based on the premise that a culture is a society's way of life which expresses certain meanings and values in humanistic achievements, institutions and forms of behavior. Multinational, interdisciplinary projects aim to develop cooperative ways and means of assisting persons from different cultures to understand another person's culture as well as their own, and to give them a better conception of the basic problems to which different cultures give different answers.

Graduate students, professional participants and researchers (including staff research associates, Fellows, visiting researchers and doctoral research interns) work together in projects organized in four major areas of Institute interest identified as follows:

- **Cultures in Contact** Dealing with: (a) learning problems encountered by students in educational systems foreign to their backgrounds; (b) adjustment problems encountered by people as they change from one style of life to another, either within or across cultures; (c) patterns of interaction among persons of different cultural backgrounds; (d) training programs to help members of one culture learn how to interact effectively in another culture; (e) positive and negative transfer of learning that members of one culture may experience when studying about, or interacting in, another culture.

- **Language in Culture** Major research themes are: (a) the study of the social and personal factors that influence language behavior; (b) contrastive studies of how English and Asian and Pacific languages differ in the way people learn and use language; (c) study of the way that English is taught in Asia and the Pacific, including improvement of teaching/learning methods and developing training programs and materials; (d) analysis of Asian



and Pacific languages, including development of materials for more effective teaching/learning.

- **Thought and Expression in Culture Learning** Studies are based on the premise that one of the significant ways in which a culture reveals itself is in the thinking which guides it, shapes its values and gives rise to its various creative expressions.

- **Cultural Identity** Factors of social change which inhibit or encourage the growth of cultural identity are being studied in relation to ethnic problems which affect societies in the United States, Asia and the Pacific. Studies include philosophical, political, educational, linguistic and social-psychological perspectives which impede the development of cultural identities.

Further details may be found in the Institute's annual Bulletin.

Cooperative Graduate Study

East-West Center scholarships, mostly at the graduate level, are awarded annually by the Institute for degree study at the University of Hawaii to young men and women who wish to apply their academic, social and interpersonal experiences to the problems of culture learning being investigated by the Institute. In 1972-73, for example, 97 Institute students studied in 23 different disciplines in the University of Hawaii.

Study in some 40 University departments is considered relevant to the Institute's interdisciplinary approach to culture learning. These include: American studies, Asian studies, Asian languages, anthropology, art, drama, education, educational administration, educational psychology, English literature, English as a second language, geography, history, linguistics, music, Pacific Island studies and languages, philosophy, political science, psychology, psycholinguistics, public health, social work and sociology.

Above and beyond the normally high standards that the East-West Center requires for all participants, the Institute looks for degree-seeking candidates who combine excellent academic ability and leadership potential with a strong interest in the interactions of the people who live in Asia, the Pacific and the United States as well as an interest in the languages they speak and the cultural variety and values they represent. Grantees who qualify for field study, for example, will normally be required to use their foreign language for everyday activities. Many will use their foreign language as their principal tool for study, research and possibly publication.

Only degree students of high caliber will be able to take full advantage of the year-round projects that the Institute offers in which staff members, Fellows, professional study and training participants and degree-seeking students work together. Students with such abilities and interests will be able to contribute to, as well as benefit from, the goals and accomplishments of the Institute and the Center.



Professional Development

Each year the Institute conducts a variety of cooperative professional development projects involving men and women in careers linked with culture learning. These programs are organized within the Institute's four areas of interest—**cultures in contact, cultural identity, language in culture and thought and expression in culture learning**—and they are designed to meet cultural needs identified by countries in Asia and the Pacific basin as well as in the United States. Professionals, who are given administrative leave with pay by their own countries, participate in projects which vary in duration from a few weeks to a full year and which are funded through a cost-sharing arrangement between the Institute and the cooperating countries. Details of the forthcoming projects are announced by the appropriate government departments in participating countries, or may be obtained by writing to the Institute.

Among activities planned for 1973-74 are development of personnel for museum management, archives and ethnomusicology in connection with cultural centers; a summer session in East-West intercultural studies; language development and bilingual education; cultural aspects of educational leadership; and a seminar in socioliterature.

Research

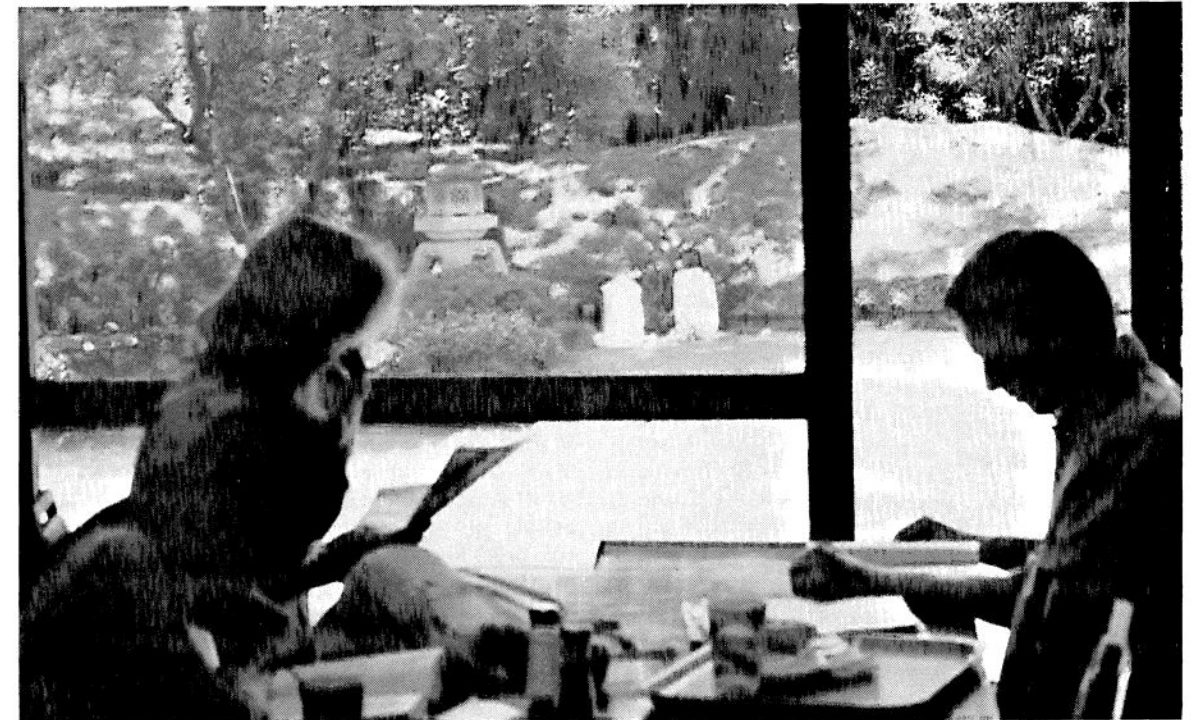
Fellows join with staff research associates, graduate students and professional development participants in a research program focused on the four thematic areas outlined in the introduction. Research is reported in the Institute's monograph series and other publications.

Research underway or scheduled for 1973-74 includes such areas as a cross-cultural study of syntactic development in children; the social and cultural context of literature in Asia, the Pacific and the United States; attitude and value change through intercultural experience; cultural symbols as sources and expressions of identity; the socio-cultural values of music and dance in Pacific countries experiencing rapid social change.

Invitational Fellowships

Distinguished professionals from the academic community and governmental agencies are invited each year to join the academic staff for research, study, writing and other activities furthering the objectives of the Institute. They are expected to work closely with graduate students and to participate in team research, education and training programs involving staff members, degree-seeking students and professional participants.

Such persons receive Fellow awards which enable them to stay at the Center from four to twelve months. Consideration is also given to inviting scholars on sabbatical leaves and who require no, or only partial, stipends during their tenure as Fellows.



Among the Fellows at the Institute in 1972-73 were: Prof. Jazir Burhan, Lecturer at the Institute of Teacher Training and Education, Bandung, Indonesia; Dr. Ruth Finney, Social Science Research Institute, University of Hawaii; Dr. Peter Goethals, Associate Professor of Anthropology, University of North Carolina; Dr. Sachiko Hatanaka, Research Fellow, Australian National University; Dr. William Lew, Professor of Education, National Chengchi University, Taiwan; Dr. William Malm, Professor of Music, University of Michigan; Prof. G. Pasaribu, English Department, Institut Keguruan dan Ilmu Pendidikan, Jakarta, Indonesia; Dr. Emy Pascasio, Chairman, Department of Language and Linguistics, Ateneo de Manila University, Philippines; Dr. James Ritchie, Professor of Psychology, University of Waikato, New Zealand; Dr. Thomas Se-



beok, Chairman, Research Center for the Language Sciences, Indiana University; Dr. Barbara Smith, Professor of Music, University of Hawaii; Richard Via, Researcher, English Language Education Council, Tokyo, Japan.

Institutional Cooperation

The Institute has established working relationships and cost-sharing projects with agencies, departments and institutions in the United States and in over 20 countries in Asia and the Pacific. One such relationship has been established with the Regional English Language Centre in Singapore. Formed and sponsored by eight Southeast Asian Ministries of Education, the Centre plays an influential role in the organization and development of English language education programs in each of its sponsoring nations. The Centre and the Culture Learning Institute have recognized that, as far as possible, their activities should complement each other, cooperating in research and study programs when and wherever feasible and exchanging research data. Meetings have been held between the two organizations to determine areas of research and study, to establish procedural policy and to define and assign responsibilities in joint activities.

East-West Food Institute



The East-West Food Institute's program focuses attention on the human, technical and economic concerns with food. These concerns are universal and each is a part of a total system of interrelationships. The "food system" is as much a concern of planners and policy-makers in the national capitals as it is of producers and traders in the towns and countryside, or consumers the world over. All have a stake in the availability of food in sufficient amounts and quality.

Institute projects are carried out on a cooperative basis with other units of the East-West Center, with the University of Hawaii, and with other institutions in the United States, Asia, and the Pacific. Educational activities are implemented through scholarships which attract postgraduate students from these regions to earn advanced degrees at the University of Hawaii and to study at the Institute. Professional development projects are planned, carried out and supported in partnership with cooperating organizations on a multi-national basis. They are primarily designed for upper and middle level personnel with clearly defined program responsibilities demanding new or improved skills in technique, planning and organizing, operational analysis, or in the training of others. Research is conducted by staff members, Fellows, Visiting Researchers and advanced graduate students.

On the basis of international seminars, workshops and other consultations held since the establishment of the Institute in 1970, the program has been built around specific priority concerns which are to a large extent unrecognized in the work of most other educational and research institutions interested in the regions encompassed by the United States, Asia and the Pacific. On the one hand, the program focuses on direct food-related concerns such as agriculture and fisheries production, processing and distribution, nutritional evaluation and consumer welfare. On the other hand, it is concerned with indirect food-related issues such as

economic, social and political policies, cultural traditions, social institutions and population characteristics.

Five topics described below have been singled out for priority work. Each of these specific identified concerns is taken up by a flexible working group, or "task force," composed of members of the Institute's staff, invited Fellows, Visiting Researchers, consultants, advanced graduate students, and other participants representing cooperating institutions. Each task force, under the leadership and coordination of a designated staff member, works together for a specified period, usually two or three years. Each group may conduct research and training, prepare reports, scholarly publications and training materials. The five task forces receiving major Institute commitment are:

• **Agro-Economic Management** Application of management principles to the operation of food-related undertakings is emphasized to deal with the increasing complexities and levels of intensity resulting from technological advances affecting private farms, government agricultural projects, processing enterprises, and domestic and international trade. Also included is a re-evaluation of agriculture in terms of "systems of farming." Because of recent breakthroughs in food crop production, for example, significant amounts of agricultural land may be shifted from mono-cropping to diversified farming and multiple-cropping. These shifts offer opportunities for increasing rural employment, improving the level and distribution of real income, enhancing diets, and saving or earning foreign exchange.

• **Systems of Crop Protection** Reducing the immense losses due to insects, diseases, weeds and other pests is one basic approach to increasing food availability. Many of the current practices are not very efficient because the various pests have not been dealt with in the context of the whole production system. A task force goal is to help devise integrated management systems for protecting crops with the least possible harm to the general environment. Particular emphasis is given to the training of agricultural, scientific and extension personnel in this integrated approach.

• **Agricultural Planning and Administration**

Particular stress is given to the manner in which decisions for agricultural and rural development are carried out. These require a basis in the realities of the physical, biological, social, political and institutional environment of the societies they are intended to serve. Participation in planning and implementation may extend from the farm level to the national level. The implementation of public programs and projects requires increasingly complex skills of management and human relations. Special attention is given in professional development projects to the needs of middle-level administrators.

• **Community Nutrition** Among the most nutritionally vulnerable groups in any population is the pre-school child. Studies which interpret these problems within the total picture of demographic trends, family economic and educational status, and traditional practices help lay the groundwork for successful operational programs. Similarly, the development of university-level curricula and other in-service training programs helps meet the manpower needs for specialists who design, direct, or supervise community-level programs; or who train community-level workers.

• **Fisheries and Aquatic Resources Management**

Because of the diverse cultural and national interests in the broad Pacific region, the management and conservation of a common marine resource has been in need of a general base of guidelines for policy-making and institutional development to enhance production, processing, distribution and consumption. Similarly, expanding opportunities for "aquaculture," the cultivation of valuable animals and plants in ponds and other controlled environments, offer promise for more jobs, income and improved diets.

Cooperative Graduate Study

The Institute makes available East-West Center scholarships for graduate students to participate in food-related projects while seeking master's and doctoral degrees in a wide range of disciplines at the University of Hawaii. In addition to special fields directly associated with agriculture, fisheries, nutrition, food technology and economic analysis, the Institute's focus on food systems attracts students from other fields in the humanities, social and natural sciences. Students interested in any field that deals with people living in rural areas or by the oceans, or which deals with the geographical, historical, political, cultural or planning implications of food-related activities may affiliate with the Institute. Sixty-four students from over a dozen countries were affiliated with the Institute in 1972-73.

Because most Institute students are likely to find their careers moving into paths of leadership in working on complex real-world problems, two special graduate level courses have been developed to broaden an individual's perspective on contemporary food-related problems, and to provide some of the sensitivities and skills essential to coping with the needs of making and carrying out policy. The courses, taken by all students affiliated with the Institute and carrying graduate credit at the University of Hawaii, are:

Food Systems of Asia and the Pacific—A four-semester cycle focusing, in turn, on Southeast Asia, East Asia, South Asia and the Pacific. During each semester the seminar examines the interrelationships among the leading contemporary food-related problems of the sub-region.

Agricultural and Rural Development Administration—Directed to students in all disciplines, the seminar considers the formal and informal organizations and structures of government, and the processes by which agricultural and rural development activities are formulated and carried out.

In addition, advanced students are given the opportunity to participate in Institute task forces, special seminars, and to undertake a period of field education. Each field education project, supervised by the staff, is developed in accordance with the student's interests, preparation and career goals.

The Institute accepts applications for graduate degree study at the University of Hawaii in the following fields: agricultural economics, agricultural engineering, agronomy and soils, animal sciences, anthropology, Asian studies, botanical sciences, biochemistry, business administration, economics, entomology, food science, genetics, geography, geology, history, horticulture, information sciences, meteorology, nutritional sciences, oceanography, Pacific Island studies, political science, public health, social work, sociology and zoology.

Professional Development

In accordance with the East-West Center's educational emphasis on "learning" rather than on

"teaching," the Institute each year conducts a number of professional development projects. These short-term projects bring together professionals with planning and operational responsibilities in public and private organizations whose activities relate to food. The subject matter of the professional development projects generally parallels the areas of the previously-described task forces.

They are conducted, to the greatest extent possible, in cooperation with other national or international institutions on a basis of joint planning, implementation and financial support. Preference is given to projects involving participants from several nations and territories (including the United States), whose level of responsibility is such that they are likely to have a subsequent influence on personnel and policies in their home environments.

Projects may range in duration from a single week for a research or training workshop, to several months for in-depth training. A limited number of joint doctoral research internships also are available to dissertation students registered at other institutions in Asia and the United States for participation in task force activity. Among professional development projects planned for 1973-74 are:

Water Management for Intensive Irrigation Projects—A two-month multinational learning session for 15-20 irrigation project engineers will be held at the East-West Center and at an Asian project site to exchange viewpoints and experiences on the problems of management in intensive irrigation projects. This will be followed in approximately six months by a week-long seminar for about 22 planners, policy makers and administrators.

Pest Management Systems—In continuation of an information exchange on integrated systems of pest management, authorities in several countries are implementing an in-service training syllabus previously prepared and tested with an international group in Hawaii. Resource persons will participate in these field sessions sponsored by national or regional cooperating agencies. To bring the significance of emerging concepts of pest management to the attention of high-level agricultural administrators, a seminar for deans, research directors and related officials will be held in Hawaii.

Middle Level Management of Agricultural Programs—A sequence of multinational workshops on the skills needed by administrators of agricultural programs is being continued from prior years with three-week sessions being planned for Korea and Malaysia. Resource persons from other Asian nations and from the United States take part in adapting the syllabus materials and preparing case studies. A month-long meeting in Hawaii of approximately 15 officials responsible for staff training and professional development in agricultural agencies will conclude the sequence in mid-1974.

Educating Community Nutrition Workers—Community-level workers representing diverse types of agencies have interests in nutritional welfare. A sequence of workshops is being initiated to develop a training curriculum supported by case studies and related instructional resource material from field situations. Some 25-30 specialists will participate in all or part of these cooperative sessions. At the university level, steps to develop effective curricula for community nutrition trainers, planners, supervisors and related personnel are being taken.

Research

Institute research is integrated in the task force approach previously described, involving staff, Fellows, Visiting Researchers and advanced students. During 1973-74 the design of flexible irrigation systems—adaptable to different cropping patterns, market conditions, and forms of farmer organization—will be the focus of a project involving a team of researchers from the United States and Malaysia. This project grew out of a four-country field survey workshop series that involved a group from the United States, Malaysia, Indonesia, the Philippines and Thailand.

A Visiting Researcher in the Institute is analyzing national, regional and local level procedures for making policy with regard to technology, growth and income distribution in the agricultural sectors of densely populated countries. Research begins principally in India, but will be extended to Malaysia, the Philippines and Sri Lanka.

Institute researchers are planning special studies on integrated pest control procedures in connection with a University of Hawaii study of cropping systems.

Agricultural diversification and trade studies have been under joint planning with institutions in the United States, the Philippines, Korea and Thailand. Field studies in Thailand are projected for initiation during 1973-74 with subsequent involvement of other locations. In time, a multinational informational network may provide "industry profiles" in which leading commodities can be analyzed for their institutional and economic characteristics from the level of the producer to that of the final consumer at home or abroad.

The evaluation of community level needs for nutritional improvement, and the design of flexible approaches toward meeting these needs will involve a group of specialists from the Philippines, Indonesia, Australia and the United States.

Invitational Fellowships

Each year a number of outstanding scholars and other authorities from the United States and the Asian/Pacific region are invited to participate as Fellows in Institute task force projects for periods ranging from four months to a year.

A new category of invitations, that of Visiting Researcher, has been instituted to permit participation of a limited number of individuals on research projects for periods of two to three years. Mrs. Kusum Nair of India is the first specialist to hold the title of Visiting Researcher and will continue to 1975 with a project on "Technology, Growth and Income Distribution."

For 1973-74, invitations as Fellows have been extended to Margaret McArthur, an Australian nutritional anthropologist on the faculty of the University of Sydney; Santiago Simpas of the Graduate School of Public Administration of the University of the Philippines; Jaw-Kai Wang, Chairman of the Department of Agricultural Engineering at the University of Hawaii; Chamnien Boonma and Kamphol Adulavithaya, of Kasetsart University in Thailand; Prachaksilp Tongyai of the Thai Ministry of Agriculture; and Chennat Gopalakrishnan of the Department of Agricultural and Resource Economics of the University of Hawaii.

East-West Population Institute



The East-West Population Institute contributes to understanding and solving population problems that affect the societies of Asia, the Pacific and the United States. To study population problems in their broad social and cultural perspectives, the Institute seeks to mobilize the energies of multidisciplinary and multinational groups of scholars, administrators and policymakers in gaining greater insight into the causes and consequences of demographic phenomena. It thus helps provide guidelines for social responses and public policy decisions.

The Institute conducts a broad research program, promotes graduate study in its field, organizes a variety of professional development projects, and engages in cooperative work with other institutions in Asia, the Pacific and the United States to deal with specific population problems. Established in 1969 as an outgrowth of a conference of Asian and American experts sponsored by the Rockefeller Foundation at the East-West Center, the Institute has received significant support for its activities from the Agency for International Development. It is counseled in program development by an International Advisory Committee of 11 distinguished population scholars and public servants from Asia, the Pacific area and the United States.

Research, graduate study, professional development and institutional cooperation activities are focused on four mutually related problem areas:

- **Population Processes and Structure** Factual knowledge on the demography of Asia and the Pacific is still inadequate in such areas as levels and trends of population growth, fertility, mortality, migration, and population distribution and composition. The Institute cooperates with statistical agencies and research organizations for more efficient utilization of existing bodies of data, and for the generation and dissemination of new information.

- **Causes of Demographic Behavior** The Institute's work emphasizes better understanding of demographic processes in which individual choices play an important role, notably in decisions with respect to fertility, marriage and migration.

- **Effects of Demographic Behavior** Individual behavior inevitably influences the well-being of other members of society. Institute research explores the effects of individual demographic actions on the economic, social, cultural and physical environment of human populations.

- **Population Policy** Institute objectives in this broad field are twofold: to analyze existing policies by which societies attempt to modify demographic behavior, particularly to examine the policies' comparative success or failure; and to develop designs for improving present policies and introducing more effective policy instruments.

A detailed description of the Institute's program can be found in its annual Bulletin.

Cooperative Graduate Study

The Institute awards East-West Center scholarships to students interested in population who pursue master's or doctoral degrees in a variety of academic departments of the University of Hawaii. The scholarships are available to graduate students who want to acquire an understanding of demographic structures and processes and seek competence in population-related aspects of their own academic or professional fields.

In 1972-73, the Institute had 52 students from 16 countries working for advanced degrees in anthropology (7), economics (10), genetics (1), geography (16), history (1), information science (1), medicine (1), Pacific Island studies (1), psychology (2), public health (6), social work (1), sociology (5).

Although the Institute offers no formal instruction leading to an academic degree, it has contributed substantially to the University's graduate program in population through joint faculty appointments and through its instrumental role in the creation and operation of an interdisciplinary program of Population Studies. A Certificate in Population Studies is awarded by the University to students who successfully complete 15 credits in approved courses and pass a final comprehensive examination. Course offerings in the Population Studies Program include an introduction to demography, methods of demographic analysis, techniques of estimation from limited data, and an interdisciplinary seminar in population studies. Examples of other approved population-related courses offered by various departments are the economics of population growth, social psychology and population, population geography, ecological anthropology, population genetics, and a seminar in urban and rural sociology.

The School of Public Health offers a broad graduate program leading to M.P.H. and M.S. degrees, including courses on population and family planning studies, biostatistics, maternal and child health, fertility and reproduction, and mental health aspects of population and its control.

Students awarded an Institute scholarship are expected to include selected population studies courses in their academic schedule and to partici-

pate in the Institute's weekly seminars, at which research in progress is reported and current population issues are discussed. In most instances, students are assigned departmental advisors who are also members of the Institute staff.

Research

The Institute's staff, Fellows and graduate students carry out research in the four problem areas addressed in the program, working at the Center and with cooperating institutions in Asia and the Pacific. Among projects currently under way are research on recent fertility trends in East Asia, the value of children to parents, population growth in Indonesia, patterns and causes of mortality in Japan, demographic analysis of ethnographic data, marriage in the United States (1900-1970), fertility decline and social change in the Republic of Korea, population movement in nonliterate societies, fertility in China (1950-1970), population growth in the Pacific islands, demographic behavior and transfer payments, theory of population policy.

Research products are disseminated through the series **Papers of the East-West Population Institute** (formerly called **Working Papers**) and in a **Reprint Series** of articles published in professional journals.

Recent items in these series include: population aspects of social development, economic and demographic influences on the family in the Republic of Korea, tobacco smoking and the sex mortality differential, population trends and economic growth in preindustrial Japan, spatial patterns of socioeconomic structure and change in the Philippines, national and regional political units in a computerized world future model, biological and demographic components in aboriginal Australian socioeconomic organization.

The Institute's research program is enhanced by conferences and seminars that bring into focus special areas of interest in its field. Among recent conferences sponsored by the Institute were a Conference on Pacific Atoll Populations focusing on demographic characteristics of Pacific atolls, papers of which are being prepared for publication by the University Press of Hawaii (December 1972); a Planning Conference on the Institute of Population

Studies of Gadjah Mada University, Indonesia (January 1973); a second workshop on Assessment of the Satisfaction and Costs of Children, organized as part of a multinational study of the value of children to parents that the Institute is coordinating (February 1973); two workshops in population communication for information officers of United Nations agencies, cosponsored by the Communication Institute and the Population Institute (May-June 1973); and an international colloquium on Social Psychiatric Implications of Population Control, cosponsored by the Population Institute, the International and American Association for Social Psychiatry, and the Department of Psychiatry, University of Hawaii (May 1973).

In support of its research and other programs, the Institute maintains a Resource Materials Collection consisting of a documentation service and reference collection, a data bank with emphasis on the results of censuses and surveys in Asia and the Pacific, and documentation of special subjects. By mid-1973 the reference section collection was receiving over 100 serial publications and contained nearly 4,000 catalogued items, over 2,000 reprints and numerous films. The Institute also maintains a small data-processing unit equipped with time-sharing terminals, numerous electronic desk calculator units, and keypunching machines. The installation is complemented by a computer program library for statistical and demographic analysis and a growing data bank. In addition, Institute staff and students have access to the extensive computing facilities of the University of Hawaii.

Professional Development

A number of short-term professional development projects are conducted by the Institute, usually in cooperation with population organizations in Asia and the Pacific area.

The main objectives of professional development activities are to update earlier academic training of persons now in leadership roles; to provide a forum for the exchange of research findings and methods; to provide specialized knowledge to professionals who are already highly qualified in their

fields; to offer applied professional training for middle-level managers and administrators who are able to leave their jobs for only a short period of time; and to give on-the-job training in some technical skills under individual supervision.

Notable among the professional development projects is the Institute's annual Summer Seminar. The Fourth Summer Seminar in July-August 1973 enrolled 60 university professors and lecturers from 13 countries for an introduction to the study of human populations with special emphasis on population problems and techniques of demographic analysis. In workshop sessions participants developed instructional aids to facilitate the introduction of population-related materials into standard university courses. The workshops were held in the fields of anthropology, economics, geography, political science, psychology, public health and sociology. The four-week program at the East-West Center was followed by a one-week field trip to the Republic of Korea to provide exposure to Asian universities and a population action program.

Another annual professional development project is the Population Census Tabulation Workshop. The third in the series is planned for February 1974 and will bring together approximately 25 high-level Asian and U.S. government census officials and university researchers engaged in the analysis of census data.

In cooperation with the South Pacific Commission, a seminar is conducted annually at Suva, Fiji, to help improve the statistical systems of Pacific island governments by training middle-level officials concerned with statistical collection, analysis and interpretation.

The Institute is cooperating with the University of Hawaii School of Public Health and the Rockefeller Foundation in conducting a conference in October 1973 of 20 directors of schools of public health or medicine to exchange information on present programs and analyze newer trends in the design and operation of field training programs in family planning for students in their fields.

In addition to group workshops and seminars, graduate study opportunities of one or two semes-

ters' length at the University of Hawaii are arranged by the Institute for qualified candidates who seek no academic degree but whose professional work would benefit from short-term academic study. Persons under this arrangement normally combine supervised research at the Institute with their formal course work. The Institute also accepts a limited number of research interns from Asia and the Pacific who acquire specific skills through work on Institute projects under the supervision of a senior staff member.

Invitational Fellowships

Each year a few distinguished professionals from the academic community and governmental or other agencies are invited to join the regular staff as Fellows to engage in research and other activities furthering the objectives of the Institute. The fellowships enable the invited professionals to work at the Institute for periods varying from four to twelve months. Consideration also is given to inviting scholars on sabbatical leave who require partial or no stipend during their tenure as Fellows.

Among the Fellows in residence in 1972-73 were Prof. N.V. Raghu Ram, Program Director (Family Planning), Administrative Staff College of India, Hyderabad; Prof. Vern Carroll, Department of Anthropology, University of Michigan; Prof. Philip M. Hauser, Department of Sociology, University of Chicago; Prof. John D. Durand, Population Studies Center, University of Pennsylvania; and Dr. Betty Jamie Chung, of the Social Research Centre, Chinese University of Hong Kong.

Among those expected to join the Institute as Fellows in 1973-74 are Professors Dennis L. Meadows and Donella H. Meadows, Thayer School, Dartmouth College; and Prof. Norman B. Ryder, Department of Sociology, Princeton University.

Institutional Cooperation

Much of the Institute's work is integrated in cooperative projects with other organizations in Asia and the Pacific. The Institute is particularly receptive to projects that are genuinely collaborative and most projects attempt to integrate research, graduate study and professional development.

Institutional cooperation is an important feature of the six-nation research project on the Value of Children, coordinated by Dr. J.T. Fawcett, Assistant Director for Graduate Study. The project is being carried out in the Republic of China, Japan, the Republic of Korea, the Philippines, Thailand and the United States—with coinvestigators who are project directors in each of their countries. The project is interdisciplinary as well as international, with the fields of psychology, sociology, economics and anthropology all represented.

The study focuses on an assessment of the satisfactions and costs of children as perceived by parents. This topic can also be described as reasons for having children, with "reasons" viewed as the social, economic and psychological satisfactions provided to parents by children, weighed against costs that are also conceived in social, economic and psychological terms.

The Guadalcanal Weather Coast Field Survey and Training Project, which investigates the population-resource systems of South Guadalcanal, began in 1972 at the initiative of the British Solomon Islands Protectorate Administration. A number of graduate students from the Population Institute and other East-West Center students were supervised by Drs. Peter Pirie and Murray Chapman in undertaking field work for the project and analyzing the data collected.

Some institutional cooperation projects are designed to assemble necessary background materials for research and training. The Thai documentation project, for example, involved the cooperation of numerous agencies in Thailand in a comprehensive review of research in that country that is relevant to population phenomena. A similar project on the demography of Japan is under way with the cooperation of Japanese organizations.

The Institute also cooperates with national statistical agencies in many Asian countries in attempting to develop better demographic data, prepare more careful estimates and analyses from the data, and disseminate more rapidly information gained from data analyses.

East-West Technology and Development Institute

The understanding and application of technology in economic growth and national development is essential in the universal drive to enhance the quality of life. The East-West Technology and Development Institute seeks to increase understanding of the developmental process as a whole, with particular emphasis on the roles and interactions of people, institutions, policies and technological change as development proceeds in both East and West. In this context, the Institute also is concerned with social, economic, cultural and political factors which affect the adoption of new ideas.

On the advice of scholars and practitioners from Asia, the Pacific area and the United States, the Institute integrates its short-term professional development, advanced degree study, research and institutional cooperation activities around four central themes:

• Employment-Oriented Development Planning

Economic development must encompass concern for the problems of social development and income distribution along with income growth. Hence, special emphasis is given to the problem of employment in relationship to overall development policy and planning.

• Technology Adaptation

In societies at varying stages of socio-economic development, it is important that efficient production technologies reflect an optimum use of labor-absorbing techniques and make use of low-cost, locally available materials. The process of technology adaptation and innovation entails a major public policy concern for reconciling the need to generate increased employment opportunities and increased productivity.

• Small-Scale Entrepreneurship Development

An important link in the process of technology adaptation and creation of new jobs is local entrepreneurship, both in the private sector and in government-supported enterprises. Risk-taking managers and developers in the small-scale, labor-intensive



industries play a key role. In addition to professional development and research in the entrepreneurship field, the Institute studies and tests institutional and policy frameworks to create conditions under which entrepreneurs would further technological adaptation and generation of employment.

• Public Policy and Institution Development

The Institute is investigating the key development role played by some indigenous science and technology institutions, as well as by particular national and sub-regional developmental institutions, in the process of initiation and implementation of policies and technologies beneficial to local social and economic needs.

The Institute's program gives an added dimension to conventional university education, research and technical training by involving graduate students, senior scholars, technologists, administrators and staff members in integrated development planning on a multinational, multidisciplinary level. Cooperating institutions are also involved with Institute participants in 1973-74 projects seeking to establish indigenous development technology centers, involve

non-metropolitan universities in community growth, investigate low-cost construction materials and innovative design concepts for low-income housing, and develop light engineering industries. Further details may be found in the Institute's annual bulletin.

Cooperative Graduate Study

This Institute awards East-West Center scholarships to graduate students seeking advanced degrees at the University of Hawaii in a wide range of disciplines. Students selected for affiliation with the East-West Technology and Development Institute must also have a career commitment to some area covered by the Institute's programs. The combined acquisition of academic competence and a developmental orientation through working in Institute projects is an explicit goal of Institute-sponsored scholarships.

Ninety-five Institute students from 14 countries studied in 1972-73 for degrees in 15 different fields, including architecture, business administration, economics, engineering, geography, information science, political science, public health, science and social work. Among the various units of the University of Hawaii, the following are the principal collaborators with Institute educational programs: College of Engineering, College of Business Administration, Department of Economics, Department of Political Science, Pacific Urban Studies and Planning Program.

Applications for scholarships are encouraged from graduate students with career commitments or demonstrated interests in institutions such as universities, governmental agencies, industrial firms and development banks. Field education may be provided in the scholarship. It is directed by the Institute, and is arranged where possible in joint projects with cooperating institutions. The primary objective of the field phase of the grant is to complement the academic program by enhancing professional development and expertise. This normally is accomplished for Asian/Pacific students by means of an internship or research project with an appro-

priate governmental agency, industrial firm, or consulting group in Hawaii or in the U.S. mainland; for American students by internship arrangements with similar organizations in Asia or the Pacific area. To encourage multinational interaction, some Asian students also are given the opportunity to visit relevant programs in one or two Asian countries enroute home.

Student-initiated activities in the Institute include a development seminar featuring interdisciplinary exchange among students, Fellows and staff members. One such seminar stressed the role of Asian universities in community and regional development planning, and the need for functional integration of engineering, management and development planning. In an effort to increase the sensitivity of technologists to economic and cultural factors, the Institute's engineering students are encouraged to enroll in at least one social science course in development or development planning.

Professional Development

Each year the Institute conducts a number of short-term professional development projects, particularly for middle and upper management professional personnel and trainers-of-trainers from public and private sectors. Projects involve an exchange of knowledge in the fields of common concern to the Institute and cooperating institutions and usually run from two weeks to three months. In most cases, they are conducted under joint sponsorship with cooperating institutions and agencies which assist in the nomination of participants who generally live in East-West Center dormitories, while working and studying at the Institute.

In addition to short-term group projects, the Institute also offers individualized internships for young, mid-career administrators or faculty members who are being considered for, or are about to assume, responsible leadership positions in non-metropolitan universities or community agencies. Research internships and joint doctoral internships also are provided in limited numbers.

Fellows and staff members are involved in professional development and internship projects,

along with participants. Short-term professional development seminars and projects planned for 1973-74, and to be repeated the following year, include the following subject matter:

Low-cost housing—About 30 mid-management architects, engineers, contractors and academicians exchange views on the establishment of a collaborative network of institutions in Asia and the United States which are actively involved in the research and development of low-cost building materials and innovative design concepts.

Public leadership—Professional leaders and scholars from non-metropolitan universities, municipalities and other regional development agencies in Asian/Pacific countries and the United States meet to exchange ideas and experiences concerning public policies and institutional development problems in an effort to stimulate innovative action programs for further socio-economic growth of the non-metropolitan/regional community.

Regional development planning—Mid-level development planners from Pacific island countries and non-metropolitan regions of Asia and the United States join to increase understanding of concept and techniques of regional development planning for the participating regions.

Entrepreneurship—The workshop planned for late 1974 provides a stimulus for entrepreneurial development through interchange of ideas and experiences. Educators, businessmen and government officials in a position to spur the establishment of entrepreneurial training centers are invited to participate.

Project feasibility study and evaluation—The workshop provides for an exchange of ideas and experiences concerning feasibility studies among participants representing the government, academic and private sectors to improve their methods and techniques through mutual learning. The focus is on relevant case studies of development projects, stressing the role of multidisciplinary teams including economic and social planners, engineers and managers.

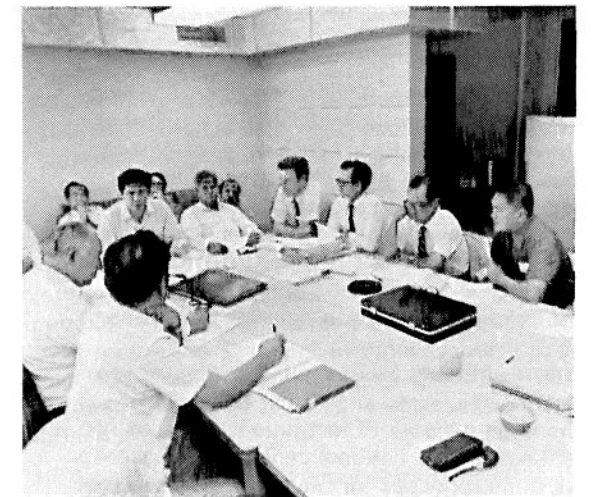
Regional universities in development—This activity is aimed at developing interdisciplinary problem-oriented teams from among faculty members of participating non-metropolitan universities to conduct field research on the feasibilities of Regional Adaptive Technology Centers (ATC) programs.

Research

Institute-sponsored research provides a principal means of institutional cooperation and is linked also in many fields with professional development activities. Research is conducted by Institute staff members, Fellows invited for periods up to a year, and in some cases by graduate students within the Institute's four themes. Cooperative research projects planned for 1973-74 into succeeding years include:

• **Development of Light Engineering Industry in Asia**—(Cooperating institutions: Council for Asian Manpower Studies, Hong Kong; International Rice Research Institute, Philippines; International Labor Office; University of the Philippines; Board of Investments, Philippines; Asia Foundation) Field surveys begun in the Philippines will be expanded in 1974 to Indonesia, Malaysia and Thailand to gain a better understanding of the problems and capacity of the light engineering sector in generating production and employment.

• **Trade Technology and Employment**—(Cooperating institutions: University of the Philippines; Council for Asian Management Studies, Hong Kong; University of Hawaii) Employment effects of trade expansion in several nations are being studied in an attempt to relate those effects to the improvement of trade and development policies.



• **Low-Cost Construction**—(Cooperating institutions: Korea Institute of Science and Technology; Institute of Technology, Bandung; Mindanao State University, Philippines; Yeungnam University, Korea; Hasanuddin University, Indonesia; Asia Institute of Technology, Bangkok; University of the Philippines; University of Hawaii; National Bureau of Standards, Washington, D.C.; U.S. Department of Housing and Urban Development, Washington, D.C.) Senior Fellows and staff will follow up with a seminar to identify priority areas for low-cost construction materials and design concepts for low-income housing in India, Indonesia, Korea, Malaysia, Philippines, Thailand and the U.S.

• **Regional Adaptive Technology Centers**—(Cooperating institutions: Institute of Technology, Bandung; Georgia Institute of Technology; Korea Institute of Science and Technology; Yeungnam University, Korea; Mindanao State University, Philippines; Hasanuddin University, Indonesia; University of the South Pacific, Fiji; University of Wisconsin/Green Bay; Tuskegee Institute, Alabama; University of Hawaii—Hilo; Agency for International Development/Bangkok) Objective is to identify and assess potentials and strategies for developing regional adaptive technology center programs to further development of non-metropolitan universities and their role in local community/regional growth. A research seminar is scheduled for April 1974 to discuss and evaluate the findings and recommendations from field surveys to be initially conducted by three of the cooperating institutions.

Institutional Cooperation

Since the East-West Technology and Development Institute was established in 1970 under the direction of Dr. Hahn-Been Lee, a series of joint conferences, workshops and staff consultations has resulted in cooperative program arrangements with a score of institutions in Asia, the Pacific area and the United States. Dr. Lee returned to Korea in 1973 to become president of Soon Jung University, and the institutional cooperation network continues to grow.

These institutions include universities, governmental agencies, banks and private business organizations. This network of institutions includes two different categories: national centers of excellence and non-metropolitan or sub-national regional

institutions. Institutions in the first category are beginning to serve as recurrent sources of research seminar participants, workshop resource persons and partners in joint research studies on problems of common concern. Institutions in the second category represent special sources of graduate degree students, professional interns for further faculty/staff development and participants for workshops.

Some of the cooperative projects are described elsewhere in this section showing the converging focus, method and scope of the cooperation. Institutional cooperation takes various formats. In some cases, staff members may be exchanged; joint research projects both in the Center and at the field are designed, conducted and results disseminated; professional development projects and internships help increase the skills of scholars and practitioners selected for leadership roles in growing institutions in Asia, the Pacific and the United States; cooperating institutions provide guidance and facilities for Institute graduate students on field education projects involving on-the-job training or applied research.

Invitational Fellowships

Outstanding professionals with expertise in areas of interest to the Institute are invited as Fellows to participate in research and other projects for periods of four to twelve months. Those awarded invitational fellowships are expected to devote at least half their time to Institute research, seminars or professional development.

Fellows invited to the Institute in 1973-74 include: Dr. Suk Choon Cho, Graduate School of Public Administration, Seoul National University, Korea; Dr. Albert Dietz, School of Architecture & Planning, Massachusetts Institute of Technology; Dr. Richard Peterson and Dr. Robert Buchele, College of Business Administration, University of Hawaii; Dr. Hasan Poerbo, Head, School of Architecture, Bandung Institute of Technology, Indonesia; Dr. Pan A. Yotopoulos, Food Research Institute, Stanford University; Dr. Frans Gerritsen, Chairman, Ocean Engineering Department, University of Hawaii; Dr. Pharani Kirtiputra, National Institute of Development Administration, Thailand.

Open Grants

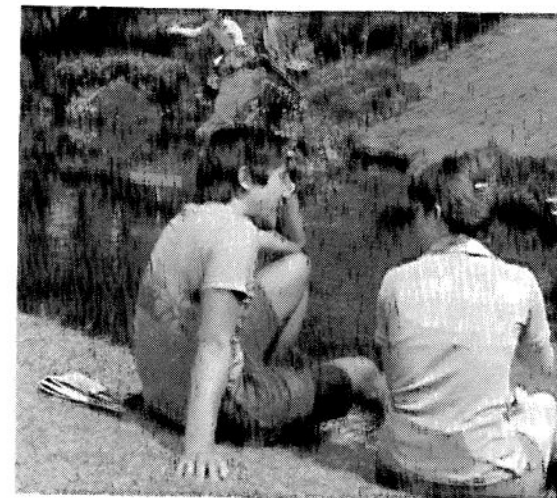
The East-West Center each year offers a limited number of scholarships for degree study, as well as invitational awards for Senior Fellows whose academic and research interests are not directly related to the Center's problem-oriented programs. These Open Grants provide the Center with flexibility for accomplishing its goals and meeting requirements for equitable geographic representation of participants.

In general, awards are made to students and Fellows for study and research in fields of mutual East-West concern, including the humanities and the arts. A key factor in decisions on invitational fellowships is relevancy of the prospective Fellow's research interests to certain broad themes, especially selected with a view toward making major contributions to achievement of the overall goals of the Center as well as to enhancing its problem-oriented programs. These research themes are not intended to decrease the flexibility of Open Grants and are changed from year to year to maintain the purpose of the grant category.

Degree Study

Students are selected in a wide range of disciplines, primarily for graduate study. A few awards are made to undergraduates from countries in Asia and the Pacific in order to meet specific objectives. Applicants for Open Grants must meet the high standards required of all Center participants, including a demonstrated interest in cross-cultural study.

While formal course work and degrees are taken at the University of Hawaii, students are provided opportunities for participation in varied Center activities. Each student is expected to participate, during one semester of each year, in one of several seminars led by Fellows on Open Grants. These informal, interdisciplinary weekly seminars are



designed to involve students and Fellows more deeply in the search for mutual understanding than is normally possible in formal course work. The seminars center on the general themes for the year, and each focuses on the particular aspects of a theme which form a basis for the research of the Fellow leading it. During the other semester of each year, students are asked to take advantage of the unique opportunities Hawaii offers for intercultural experience by working in one of a variety of community programs. Seminars in other Center programs and Center-wide seminars also provide opportunities for interaction with participants in the Institutes.

Students may also be considered for field education in furtherance of their individual programs.



Invitational Fellowships

Each year a small number of outstanding scholars and authorities are invited to the Center on Open Grants for study, research, writing and other activities. In addition to the student/fellow seminars described above, the Fellows meet regularly together in informal seminars and participate, in turn, in leading a series of Center-wide seminars.

During 1972-73, invitations were extended on the basis of two themes, "Alternative Futures" and "Ethics and Human Organizations." Senior Fellows in the "Alternative Futures" group were: Dr. Yujiro Hayashi, President, Institute of Future Technology, and Professor, Tokyo Institute of Technology; Dr. John McHale, Director, Center for Integrative Studies, School of Advanced Technology, State University of New York at Binghamton; and Magda Cordell (McHale), Research Associate at the Center for Integrative Studies. Senior Fellows concerned with "Ethics and Human Organization" were: Dr. Umar Kayam, former Chairman of the Arts Council of Djakarta; Dr. Robert Lee, Director, Institute of Ethics and Society, and Margaret Dollar Professor of Social Ethics, San Francisco Theological Seminary; Dr. Ralph Ross, Hartley Burr Professor of Humanities, Scripps College, and Professor of Philosophy, Scripps College and Claremont Graduate School; and Dr. Alice Erh-Soon Tay, Senior Lecturer in Law, Australian National University.

The research theme under which Fellows are being invited for 1973-74 is "The Urban Environment in the Contemporary Spirit." Scholars and professionals from East and West will consider together the diverse problems of urbanization and quality of life in cities.

GENERAL INFORMATION

Degree Students

In awarding scholarships for degree study at the University of Hawaii, the East-West Center requires its students to participate also in the broad professional and intercultural activities by which the problem-oriented institutes give added meaning to conventional education. Master's degree scholarships are generally awarded for 17 months, and may be extended to a maximum of 24 months. The Center also provides a small number of doctoral study awards for 36 months to highly promising individuals who normally must hold an M.A. degree. Former East-West Center students are eligible for a limited number of second grants two years after satisfactorily completing degree study under the first grant.

In general, a scholarship award includes a round-trip economy air fare from the airport nearest the student's home of record by the most inexpensive route to Hawaii. Some students from appropriate areas may be required to join in group fare flight arrangements made by the Center to reduce expenditures.

The scholarship award provides tuition fees and a book allowance each semester, housing in East-West Center dormitories, and a monthly allowance of \$175 for food and incidental expenses. The Center is not able to provide transportation or support for dependents. Married grantees living with spouses off-campus may receive a monthly stipend of \$295, instead of the \$175 allowance for grantees living in Center dormitories. All students are covered by medical insurance paid for by the Center.

Students are ordinarily not permitted to take outside employment to supplement their income, since grants are designed to cover basic expenses.

American military veterans who are eligible for educational benefits under the "GI Bill of Rights"



may hold a Center grant and receive GI Bill benefits concurrently. However, American students may not receive other government financial assistance concurrently.

Criteria for Degree Student Selection

Candidates for awards must give evidence of professional interest in the Center Institute program of their choice, meet the high academic standards of the University, and at the same time demonstrate interest and potential for contributing to intercultural communication. The intense competition for a limited number of scholarship awards each year results in selection of the highest caliber of students. A grade point average (GPA) above 3.0 (B) is strongly recommended for all American applicants. In the 1973 competition, for example, the median GPA of American awardees was 3.4 and ranged from 2.7 to 4.0.

The Center scholarship recipient assumes an obligation to help advance the broader cultural aims of the Center, not only in its academic aspects but also in its day-to-day programs of interchange, both formal and informal. No student can profit to the fullest from a Center grant unless he gives of himself and his own culture and actively seeks to learn more of the cultures of his fellow students.

Specific criteria for identification and selection include the following:

- Professional and academic interests or experiences related to the programs and projects of the Center
- Past academic records that meet the minimum requirements for admission to the Graduate Division of the University of Hawaii and for the degree field
- The individual's potential for contributing to the objectives of the Center and the goals of his country
- Leadership potential
- The individual's ability to interpret his country and culture to others, and to profit from contact with varied cultures

Academic Requirements

A degree student must have definite professional and academic goals, carry a full student load and meet all standards and requirements of the University of Hawaii. It is the student's responsibility to fulfill all requirements. Staff members in each of the Institutes help students to plan their programs so they get maximum benefit from their grants.

The East-West Center complements functions and responsibilities of the University of Hawaii and other cooperating institutions which award degrees. Center programs reinforce academic instruction by involving students in special interdisciplinary seminars, research and training projects which have a problem orientation. Where possible, practical experience is provided in exercising knowledge and skills learned in the classroom.

Students are required to take a full academic or research program approved by University departmental academic advisers and Center staff for the entire period of their grants. Graduate students must take courses for at least 9 credit hours per semester.

All native speakers of English are required to study an Asian or Pacific language appropriate to the student's area of interest through the second level, and must maintain a 3.0 or "B" level of performance in language throughout his grant. As far as possible, the language studies should relate to the student's academic goals and Institute activity.

A minimum requirement for continuation of the awards is that graduate students must maintain a 3.0 or "B" average and progress satisfactorily toward their academic objectives. The Center makes allowances for initial difficulties of language adjustments for foreign students.

Information on classification, degree programs and requirements, performance standards, etc., is available in the Graduate Division Bulletin and General Information Catalog of the University of Hawaii.

Applicants are urged to write to the appropriate Center Institute and department of the University

to obtain information and clarify details of particular study programs before they arrive in Hawaii. Students should be familiar with programs when applying for East-West Center scholarships.

Visa Requirements

Asian and Pacific participants receive scholarship awards for clearly stated purposes and are issued "J" visas under the terms of the Exchange Visitor Program. The voluntary signature of the participant on the Certificate of Eligibility provided by the East-West Center to obtain a "J" visa indicates willingness to abide by the regulations governing the Exchange Visitor Program, including return to the home country upon completion of the participant's stated objective.

Special Academic Information

All applicants in the field of Business Administration must present recent scores of the Admission Test for Graduate Study in Business (ATGSB) taken no later than November preceding the application deadline.



American Students—Awards are for postgraduate study, and an applicant's proposed study program must be relevant to the problems of the U.S., Pacific and Asian areas. American candidates must take the Graduate Record Examination (GRE) Aptitude Test no later than December of the year of application and arrange for the results to be sent to the Office of Admissions at the Center. This requirement applies whether or not the applicant has had previous graduate training. If an applicant has previously taken this test, he should have the scores sent to the Admissions Office. Scores more than four years old are not acceptable. Applicants who feel they may qualify for a waiver of the GRE registration fee should consult the GRE coordinator at their **undergraduate** institution. Information about the Graduate Record Examination and the ATGSB may be obtained from the Educational Testing Service, P.O. Box 955, Princeton, New Jersey 08540 or from ETS West Coast Office, Box 1502, Berkeley, California 94701.

Asian/Pacific Students—Competence in English is essential because the Center's international program activities and University of Hawaii instruction are conducted in English. Applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL) as part of the selection requirement. This must be taken no later than October preceding the application deadline. On arrival, students may be assigned special course work at the University's English Language Institute. In some cases, students may spend their entire first summer or first semester exclusively on the study of English so that they may attain the proficiency needed to pursue their chosen field of study in the classroom. Academic credit is not given for lower level English courses, but higher level courses do receive undergraduate credit. Applicants who may be exempt from taking the TOEFL exam are: (a) native speakers of English from Australia, Britain, Canada or New Zealand; (b) students who have received a Bachelor's degree from an accredited American, Australian, British, Canadian or New Zealand university/college.

Field Education

Field education is a program opportunity afforded to qualified degree students supported by the East-West Center. The Center views field education as a vital component of a student's total program to be worked out with the staff of the Institute with which he is affiliated. Each student should consider this component early in his program planning and seek to establish and to maintain his eligibility for field education.

Field education is not an automatic part of a degree award, and is approved only after consideration of a variety of factors, such as relationship to Center programs and academic standing. A candidate for field education should have demonstrated, by his conduct at the East-West Center and the University of Hawaii, that he has the necessary maturity, sensitivity, adaptability, emotional stability, self-reliance and strength of character required for weathering the cross-cultural and field study situations set out in his proposal.

Students on field education receive a modest stipend to cover the cost of food, accommodation and incidental expenses. They are covered by medical insurance.

The general purposes of field education are: (1) to complement the academic program in such a way as to enhance professional development and expertise and, at the same time, (2) to provide an intercultural experience commensurate with the overall objectives of the East-West Center.

The Center encourages team field education projects, often involving staff and participants from more than one Institute. An example is the Guadalcanal "weather coast" population-resources survey conducted in 1972 by two East-West Population Institute staff research associates and seven graduate students from Culture Learning Institute, the Food Institute and the Population Institute. Academic disciplines involved in the joint project included economics, public health, oral history, political science and agricultural economics.

Each of the East-West Center Institutes defines the activities which constitute an acceptable field education experience for students affiliated with its programs. Similar procedures apply to students on Open Grants. The activities which may be considered appropriate are: (1) independent or team research to meet degree objectives; (2) internships; (3) short-term practical training; (4) academic study and course work at a university out of state; (5) in-country language learning; and (6) any combination of these.

In all cases, the field education activity must be consistent with the requirements of the student's University of Hawaii academic advisory committee. The Institute, the academic advisory committee, and the student cooperatively plan and develop a field education experience which will match available opportunities with the student's own interests, adaptability, preparation and prospective career.

Eligible Asian/Pacific degree students will generally engage in field education on the U.S. mainland although it is possible for them to go to Asian/Pacific locations when deemed appropriate. Most U.S. students will go to an Asian/Pacific location for field education.

The Center is concerned with the development of high-quality field education experiences as an integral part of its program efforts. In many cases, U.S. and Asian institutional ties with the Institutes afford unique opportunities for students to be accommodated in existing research and training programs. Students, with rare exceptions involving direct connection with their programs, are required to return to the Center after completing their field education terms to share their experiences and strengthen the program content of the Center.

The time spent on field education depends on individual need, the requirements of the Institute and academic program, and the Center's financial resources. Master's degree candidates are limited to a maximum field education of eight months while Ph.D. candidates are limited to a total of 15 months.

Professional Development

More than 1,200 men and women participate each year in the professional development projects conducted by the various Institutes, and outlined in the earlier program sections of this publication. The projects are cooperatively designed with organizations and institutions which also share in financing and nominating participants from Asia, the Pacific area and the U.S. mainland.

The short-term projects aim to contribute to the exchange of experience and development of mid-level and upper-level professionals working in fields covered by Institute programs. Professional development projects conducted by the Institutes include workshops, seminars, conferences, internships, and product development teams for curricula, books, films and other learning materials. In most cases, participants are nominated by the co-sponsoring agencies and selections are made by the East-West Center. Criteria for selection are established cooperatively with co-sponsors.

In addition to regular professional and research internships conducted in the Institutes, the Center also offers a small number of co-sponsored doctoral

research internships of up to 24 months duration. The joint doctoral research internships are designed to improve cooperation between the several Institutes of the Center and selected Asian, Pacific and U.S. mainland universities. No less than half of the total time of the doctoral intern, including the last month, will be spent at the Center. The jointly-sponsored internships are designed to provide (1) supervised practical experience in problem-oriented research, (2) an opportunity to develop proficiency in an Asian or Pacific language or in English-as-a-foreign-language, and (3) an opportunity to conduct dissertation research in another country.

Transportation to and from Hawaii is usually provided by co-sponsoring organizations, according to the terms of the project. The award also provides for study and training expenses, housing in East-West Center dormitories, and allowances for food and incidental expenses comparable with those of degree student grantees. All participants are covered by a Center-funded medical insurance policy and physical examination reports are required in advance for those participants in projects extending over 30 days. As in the case of degree-seeking



students, professional development project participants ordinarily are not permitted to take outside employment to supplement their income, since grants are designed to cover basic expenses.

Participants nominated for professional development projects must show evidence of career relationship to the Institute project in which they are to be engaged, meet educational and experience criteria established for the project, and give evidence of interest and ability in contributing to cultural interaction which is basic to all Center programs (See criteria for degree student selection). Further details may be obtained from the Institutes concerned with specific projects.

Invitational Fellowships

Each year the East-West Center invites a small number of distinguished professionals in institutions of higher education, government agencies and private organizations to the Center as Senior Fellows or Fellows associated with an institute program, or with colleagues working on a selected theme in Open Grants. Within the Center's international academic community, all Fellows undertake research and discussion and consultation with colleagues and students. Other activities typically include participation in seminars, training projects, and program development and planning.

East-West Center Fellow awards are in two categories. Senior Fellows usually hold professorial rank or have attained comparable professional recognition in their fields, whereas men and women in the early phases of their careers usually are awarded stipends at the Fellow level.

Fellows are invited for periods of four months to one year. In 1973, the East-West Center established the Visiting Researcher Award under which Institutes may invite distinguished professionals for specific program assignments for periods of two to three years. While all Fellows and Visiting Researcher awards are extended only on an invitational basis for association with Institute programs, inquiries for further details may be directed to the Institute concerned.

Fellows are accorded full academic freedom in their work in Center programs. Basic source docu-

ments are provided by resource materials collections in each institute, and the Asian Collection of the University of Hawaii Library. The East-West Center may provide liaison with the University Press of Hawaii with regard to publication of research findings. Offices and typing services are provided by the Center for work in conjunction with provisions of the fellowship award.

Fellow awards include round-trip economy air fares for the recipient, but not for dependents. The monthly stipend is agreed upon at the time of invitation. Consideration is given to those who wish to devote sabbatical leave time for participation in the Center programs, and to those whose employers are willing to continue, during the period of residence at the Center, part or all of the participant's salary or allowances normally earned at home. In the case of a Fellow from the United States, the stipend is generally equivalent, within mandated limits, to the salary received from the



recipient's regular employer. In the case of a Fellow from Asia or the Pacific area, the stipend is generally within the University of Hawaii salary range for the various faculty ranks. The Center does not provide housing or a special housing allowance for Fellows, but assists in locating suitable housing.

Resident faculty and visiting professors of the University of Hawaii also are invited from time to time to participate on a joint basis in Center programs as Fellows. Their participation provides the Center with an opportunity to increase scholarly interchange on the campus and to draw on the intellectual resources of the University's faculty.

Living Accommodations

All degree students and most professional development project participants, unless married and accompanied by their spouses, are required to live in Center residence halls and to abide by the dormitory regulations. Copies of these regulations are available on request and are sent to all successful applicants.

Each of the Center's residence halls is divided into units containing four single and three double study-bedrooms and a lounge. Grantees can expect to share a room with a student of another nationality for at least the first semester of their stay at the Center.

Grantees are provided with bed linen, pillows, mattresses, blankets, curtains, desk lamps and bedspreads, in addition to Western style furniture. They must supply their own towels, wash cloths, soap and other toilet articles.

The Center does not provide maid service; participants are responsible for keeping their rooms clean. The residence halls have laundry equipment for participant use.

Meals are available at the East-West Center cafeteria and at other food service facilities located on the University campus. The food served is primarily American. Although every effort is made to please the varying tastes of students from different countries, it is not feasible to serve the authentic dishes of each country.

Married Students

Married students who are considering having their families join them in Hawaii should be advised of the difficulties that are likely to be encountered. The East-West Center is not able to provide transportation or financial support for families of married students. Consequently, a married student is urged to consider possible difficulties before accepting a grant. There is either the problem of lengthy separation if the student comes without his family, or the problem of providing suitable housing and living expenses.

The East-West Center does not have housing facilities for married students and most married couples have to live away from the East-West Center in the community at large. The monthly allowance for married students who have received permission to live off campus with spouse is \$295 (plus medical benefits), instead of \$175 a month allowance for students living in East-West Center dormitories. (The \$120 differential is an off-campus housing allowance). This monthly allowance of married students is not considered sufficient without supplementary income.

Students' spouses who wish to work have encountered extreme difficulty in the local job market. In addition, due to the regulations of the Immigration and Naturalization Service, spouses of Asian and Pacific students have found it very difficult to obtain work permission. Further, Honolulu is the second most expensive city in the United States in which to live. Housing in Hawaii is in critical shortage, especially near the University and the East-West Center. The difficulties of the job market, and the high cost of living in Hawaii and the shortage of housing makes it advisable for married students to carefully consider their particular situation. In addition, married students often find it difficult to participate in the intercultural life of the Center. Both the Married Grantees' Association and the East-West Center are working to alleviate this situation.

To alleviate problems of cultural adjustment and heavy workload, East-West Center policies make

it mandatory for all Asian and Pacific students to arrive at the East-West Center unaccompanied by their spouse and dependents. Under no condition will students be given permission to bring their dependents with them initially. Those students anticipating having their families join them in Hawaii must wait at least one month following their own arrival and must have the permission of their program officer.

Termination or Change in Grants

An East-West Center grant can be terminated by the grantee before its scheduled expiration only with the consent of Center officials. All financial support ceases on the date of termination. Whether homeward transportation is paid by the Center is decided on an individual basis; a Center student who terminates early may have to pay his own way home.

At the same time, the Center reserves the right to revoke or change a grant if the student does not meet the Center's requirements. In this case, too, payment of allowances ceases and the student may have to pay his way home.

In all cases, the Center reserves the right to alter or interpret the terms of any grant as it may deem necessary.

Alumni Associations

The personal associations as well as academic and professional interests that link participants at the East-West Center often continue after students and Fellows return to their home countries. Active East-West Center alumni associations, organized independently of the Center, have developed in Australia, Fiji, India, Indonesia, Japan, Korea, Pakistan, the Philippines, American Samoa, Western Samoa and Thailand. Less active alumni groups function in the Republic of China, Malaysia and in Honolulu, Hawaii. Specific liaison has also been established in Burma, Sri Lanka, Hong Kong, Singapore, in the U.S. Trust Territory and several

mainland American cities including Washington, D.C., Chicago and San Francisco.

Activities of East-West Center alumni associations include periodic meetings, assistance in selection and pre-departure orientation of new participants, and programmatic assistance for East-West Center participants on field education projects. The Alumni Liaison Office at the Center issues alumni directories and contributes to the *East-West Center Magazine* to keep alumni informed.

Friends of the East-West Center

The Friends of the East-West Center is a voluntary organization of members of the Honolulu community dedicated to helping the Center realize its goal of increasing mutual understanding between East and West.

Nearly 1,000 residents of the community are members of the Friends. Activities are focused on helping participants become familiar with the community. Volunteers provide many services, from working at the information desk in Jefferson lounge to helping foreign students improve their conversational English. One of the major activities of the Friends is the host family program which brings participants into local homes.

East-West Center Students Association

The East-West Center Students Association (EWCSA) includes all student participants at the Center. The EWCSA Council is the elected representative body of the association and includes the president, vice-presidents for each of the five geographical regions encompassed by the Center, and other representatives.

The EWCSA Council focuses its attention on three major concerns. First, matters relevant to the entire Center such as helping plan the future development of the Center and improving communication within the Center. Secondly, specific grantee concerns such as housing, renovation and social activities. Thirdly, building relations with the Honolulu community.

Applications for Grants

Short-term participant awards for professional development projects and specialized internships are usually arranged with co-sponsoring governments or institutions which nominate persons for specific projects. Fellow awards, as well as joint doctoral internships, are awarded on the basis of invitations by the Center.

Degree student applications for postgraduate studies are preferred from persons under 35.

Applicants for a degree study scholarship must have three letters of recommendation submitted by people who have played a significant part in their academic and professional careers. If the applicant is employed, he is expected to have a letter of recommendation from his supervisor. Candidates also may be asked to attend an interview at which time the application is discussed.

For Americans, a non-refundable application fee of \$10 is charged. This fee may be waived in cases of financial hardship. Applications and all supporting credentials for degree grants must be submitted to the East-West Center Office of Admissions postmarked no later than December 1 each year. Candidates who are selected will be notified in April the following year.

Americans should write for application materials to the Office of Admissions, East-West Center, Honolulu, Hawaii 96822.

Students from the Asian and Pacific areas must apply through their home country representative. They can obtain additional information on academic requirements and application procedures from the following offices in their countries:

AFGHANISTAN—Executive Director, Afghan-American Commission, P.O. Box 3124, Kabul.

AMERICAN SAMOA—Supervisor of Guidance and Scholarship, Department of Education, Pago Pago, Tutuila.

AUSTRALIA—Executive Officer, Australian-American Educational Foundation, Churchill House, 218 Northbourne Ave., Canberra, A.C.T.

BANGLADESH—Cultural Affairs Officer, U.S. Information Service, American Embassy, 14 Topkhana Road, Dacca 2.

BRITISH SOLOMON ISLANDS—Director of Education, Department of Education, Honiara.

CHINA, Republic of—Executive Secretary, U.S. Educational Foundation, 54 Chi Nan Rd., Sec. III, Taipei, Taiwan.

COOK ISLANDS—The Secretary, Public Service Commission, P.O. Box 24, Rarotonga.

FIJI—Second Secretary, American Embassy, Suva.

GUAM—Dean of Students, University of Guam, P.O. Box EK, Agaña, 96910.

HONG KONG—Director, Southeastern Asia Regional Office, Institute of International Education, 408 J. Hoi-tung House—4th Floor, 5/15 Hankow Road, Tsimshatsui, Kowloon.

INDIA—Indian Scholars Officer, U.S. Educational Foundation, 12 Hailey Road, New Delhi 1.

INDONESIA—Educational Exchanges Officer, U.S. Information Service, American Embassy, Jakarta.

JAPAN—Liaison Officer, East-West Center, Japan Office, Room 206, Sanno Grand Building, 14-2, Nagatacho, 2-Chome, Chiyoda-ku, Tokyo 100.

KOREA—Executive Director, U.S. Educational Commission in Korea, Fulbright House, 6-1 Soonwha-dong, Soedaemoonku, Seoul.

LAOS—Cultural Affairs Officer, U.S. Information Service, American Embassy, Vientiane.

MALAYSIA—Executive Secretary, Malaysian-American Commission on Educational Exchange, Room 407, Lee Wah Bank Building, Old Market Square, Kuala Lumpur.

NEPAL—Executive Secretary, U.S. Educational Foundation, P.O. Box 380, Jamal Tole, Kathmandu.

NEW GUINEA—The Principal Guidance Officer, Department of Education, Konedobu, Territory of Papua and New Guinea.

NEW ZEALAND—Chairman, University Grants Committee, P.O. Box 8035, Wellington.

PAKISTAN—Program Officer, U.S. Educational Foundation, 697-E, Sector G-6/4, Islamabad.

PHILIPPINES—Executive Director Philippine-American Educational Foundation, Teodorica Apartments, 1148 Roxas Blvd., Manila.

SINGAPORE—Secretary, Public Service Commission, High Court Building, Singapore.

SRI LANKA—Secretary, Ministry of Defense and Foreign Affairs, Republic Building, Colombo 1.

THAILAND—EWC Coordinator for Thailand, c/o U.S. Information Service, American Embassy, 125 South Sathorn Road, Bangkok.

TONGA—Director of Education, Education Department, Nuku Alofa.

TRUST TERRITORY—Scholarship and Student Services Officer, Office of the High Commissioner, Trust Territory of the Pacific Islands, Saipan, Mariana Islands 96950.

VIETNAM—Assistant Cultural Affairs Officer, Public Affairs Office, American Embassy, Saigon.

WESTERN SAMOA—Acting Secretary to the Government of Western Samoa, Prime Minister's Department, Box 193, Apia.



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Howard P. McKaughan, *Dean of the Graduate Division and Director of Research*

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The University of Hawaii, the state-supported system of public higher education in Hawaii, conducts diverse programs in education, research and service for the state, the nation and the world community. It operates teaching and research facilities at more than 50 locations throughout the Hawaiian Islands and participates in international service and research activities in the Pacific Basin and Asian countries.

Throughout its history, a distinctive geographical and cultural setting has helped the University achieve excellence in certain areas of study. Geographical location has led to concentration in oceanography, marine biology and interdisciplinary studies of tropical environments, problems and resources.

The physical characteristics of Hawaii have focused interest on natural phenomena in geophysics such as tsunami research, volcanology, astronomy and astrophysics.

Hawaii's multiracial culture and its ties with Asia have created a favorable environment for the study of various aspects of diverse cultural systems, including such subjects as linguistics, Asian art, music and drama, genetics, philosophy and inter-race relations.

The University offers course work leading to the bachelor's degree in 69 fields. The Graduate Division offers work leading toward the master's degree in 75 fields and the doctorate in 34.

In addition to its instructional program, the University conducts organized research in several fields. Special units initiate and conduct research in such areas as economics, education, biomedicine, Pacific and Asian linguistics, social sciences, water resources, marine biology, geosciences, astronomy, genetics, agriculture and the environment.

The main campus is located in the Manoa Valley section of Honolulu, the capital of the state. The University maintains a second four-year campus at Hilo and there are seven community college campuses on the islands of Oahu, Maui, Kauai and Hawaii.

The University subscribes to, and complies with, all state and federal statutes, rules and regulations and any amendments thereto, promulgated from time to time, which prohibit discrimination in its policies and practices applicable to its campuses, programs and activities.

EAST-WEST CENTER ADMINISTRATION

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John A. Brownell, *Deputy Chancellor*
Wilbur Schramm, *Director, Communication Institute*
Verner Bickley, *Director, Culture Learning Institute*
Nicolaas Luykx, *Director, Food Institute*
Paul Demeny, *Director, Population Institute*
Keith E. Adamson, *Acting*

Manuel S. Alba, *Director, Technology & Development Institute*
Ronald Boggs, *Director, Administration*
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RESEARCH INFORMATION SERVICES
EAST-WEST CENTER
1777 EAST-WEST ROAD
HONOLULU, HI 96848

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Daniel E. London
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Honolulu, Hawaii
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Milwaukee, Wisconsin

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